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ABSTRACT

In 1988, the Basic Skills Task Force was established to assess the effectiveness of four academic policies in addressing the needs of California community college students with skills deficiencies. The policies define the scope and content of Adult Basic Education and of Precollegiate Basic Skills Instruction in nondegree-applicable credit courses; require colleges to establish skills requisites for degree-applicable, entry-level courses; require that student progress standards be upgraded and a 30-semester-unit enrollment limitation be enforced in precollegiate basic skills courses; and define the scope of student assessment programs and their relation to course placement. The Task Force was charged with examining and refining the policies by assessing the costs of policy implementation, developing strategies and timelines for the establishment of precollegiate basic skills courses, and recommending policy changes. After more than a year of study and discussion, the task force developed five recommendations: (1) current basic skills policies should be expanded to allow for a basic minimum core of precollegiate basic skills courses, and an expanded set of courses to respond to other needs; (2) regulations governing course standards should more clearly identify characteristics and conduct of nondegree-applicable and noncredit courses; (3) the Chancellor should prepare a comprehensive annual report on precollegiate basic skills instruction; (4) the Chancellor should ensure that staff development includes training and retraining for the effective delivery of precollegiate basic skills instruction; and (5) the colleges should develop local strategies to ensure the support for and provision of basic skills in nondegree-applicable credit courses. Appendixes provide background information on relevant policies and legislation. (WJT)

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Precollegiate Basic Skills in the California Community Colleges: A Report.

by Ronnald W. Farland
and
Rita Cepeda

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Board of Governors
California Community Colleges
May 10-11, 1990

PRECOLLEGIATE BASIC SKILLS IN THE CALIFORNIA COMMUNITY COLLEGES 5

A Report

Background

In January 1987, the Board of Governors adopted *Proposals for Strengthening Academic Standards*. This document established four important policies for the California Community Colleges that:

1. Define the scope and content of Adult Basic Education and of Precollegiate Basic Skills Instruction in the nondegree-applicable credit mode;

2. Require colleges to establish skills requisites for entry-level courses that are applicable to a certificate or degree;

3. Require that student-progress standards be upgraded and that a 30-semester-unit (45-quarter-unit) limitation on enrollment in precollegiate basic skills courses be enforced; and

4. Define the scope of student assessment programs and their relation to placement in collegiate and precollegiate course work.

In adopting these policies to strengthen academic standards, the Board expressed its intention to examine them after three years to assess their effectiveness in addressing the needs of students with skills deficiencies. This report is the first such examination. A fuller description of the policy developments leading to this agenda item is included in Attachment A.

This agenda item presents the recommendations of the Basic Skills Task Force, constituted according to the established consultative process and convened in August 1988. The task force was charged with examining and refining the 1987 policies by: assessing the costs of fully implementing the Board's precollegiate basic skills policies; developing strategies and timelines for the establishment of precollegiate basic skills courses; and recommending additional policies or modification of existing policies, regulations, and guidelines. In January 1990, the Board approved regulations

on the 30-semester-unit (45-quarter-unit) limitation. The other policies have been examined in relation to matriculation.

Analysis

The Board of Governors policies on strengthening academic standards, adopted in January 1987, were carried forward by deliberations of the Commission for the Review of the Master Plan for Higher Education and later in legislation, most notably Assembly Bill 3 (Chapter 1467, Statutes of 1986) and Assembly Bill 1725 (Chapter 973, Statutes of 1988), which provided further support for the concept of identifying students' basic skills deficiencies and implementing precollegiate instruction to remedy such deficiencies where they exist. After more than a year of intensive study and discussion, the Basic Skills Task Force has developed five recommendations that are described briefly below and fully discussed in the report that follows. It is intended that these recommendations will be translated into regulations to meet the requirements of AB 1725. The proposed regulations will be brought to the Board in November.

Recommended Action

1. *Board Policies*

   Current Board policies on basic skills should be expanded and further refined to allow for a basic minimum "core" of precollegiate basic skills courses, and an expanded set of courses that respond to other needs or skills deficiencies of students as identified in assessment and other matriculation services.

2. *Title 5 Regulations*

   Title 5 regulations governing course standards should be revised to more clearly identify characteristics and conduct of nondegree-applicable and noncredit courses, and regulations governing the use of such courses in calculating grade point averages should be examined and amended if necessary.

3. *Annual Accountability Reporting*

   Beginning in 1991, and in compliance with the accountability reporting required by AB 1725, the Chancellor should prepare a comprehensive annual report for the Board of Governors and the Legislature on precollegiate basic skills instruction offered in the California Community Colleges.

4. *Guidelines*

   The Chancellor should ensure that guidelines for the staff development and flexible calendar programs include training and retraining needs for the

effective delivery of precollegiate basic skills instruction, and that guidelines for implementing program-based funding include information on development of local policies that will ensure adequate support for and provision of the "core" of precollegiate basic skills instruction in the nondegree-applicable credit mode, as required by Board policy.

5. *Strategies and Timelines*

The colleges, working within the timelines already established for implementation of matriculation and program-based funding, should develop local strategies to ensure the support for and provision of precollegiate basic skills in the nondegree-applicable credit mode, as required by Board policy.

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Precollegiate Basic Skills Instruction in the California Community Colleges

Background

In January 1987, the Board of Governors adopted *Proposals for Strengthening Academic Standards.* This document established four important policies for the California Community Colleges that:

1. Define the scope and content of Adult Basic Education and of Precollegiate Basic Skills Instruction in the nondegree-applicable credit mode;

2. Require colleges to establish skills requisites for entry-level courses that are applicable to a certificate or degree;

3. Require that student-progress standards be upgraded and a 30-semester-unit (45-quarter-unit) limitation on enrollment in precollegiate skills courses; and,

4. Define the scope of student assessment programs and their relation to placement in collegiate and precollegiate coursework.

In adopting policies to strengthen academic standards the Board expressed its intention to examine them after three years and to assess their effectiveness in addressing the needs of students with skills deficiencies. This report is the first such examination. A fuller description of the policy developments leading to this agenda item is included in Attachment A.

This report presents the recommendations of the Basic Skills Task Force, constituted according to the established consultative process and convened in August 1988. The task force was charged with: examining and refining existing policy; assessing the costs of fully implementing the Board's precollegiate basic skills policies; developing strategies and timelines for the establishment of precollegiate basic skills courses; and recommending additional policies or modification of existing policies, regulations, and guidelines.

In fulfilling its mandate, the task force also took into account two pieces of legislation directly related to implementation of the Board's *Policies to Strengthen Academic Standards*, adopted in January 1987. The two bills are:

- Assembly Bill 3 (Chapter 1467, Statutes of 1986), which provides the enabling legislation for implementation of matriculation, including assessment of students' skill levels and the development of individual student educational plans, consistent with Board policies, and,

- Assembly Bill 1725 (Chapter 973, Statutes of 1988), which provides the enabling legislation and funding for the recommendations on community college reform of the Commission for the Review of the Master Plan for Higher Education.

Throughout this period of examination, both internal and external, the primary mission for the California Community Colleges has been reaffirmed as preparation for transfer and occupational education. Community college efforts to provide underprepared, and often underrepresented, students who want to succeed in college with supportive instruction and services have been encouraged at every level – by the Legislature, the Master Plan Commission, the California Postsecondary Education Commission, and the colleges and districts themselves, including their faculties and curriculum committees. These ongoing efforts will assure that precollegiate basic skills instruction – the tool that enables many students to achieve their educational goals – will be recognized as integral to institutional and system performance.

Recommendations

Each of the following recommendations includes a brief statement of current policy or regulation, followed by proposed changes and an analysis or rationale supporting them.

1. Board Policies: Definition and Delivery of Basic Skills

Current policy: Board of Governors policy on precollegiate basic skills requires that all colleges provide the full range of precollegiate basic skills instruction in the nondegree-applicable credit mode. Such instruction is to include English reading and writing, computation, and English as a Second Language.

Recommended change: Current Board policy on basic skills should be expanded and further refined to provide for: (a) a basic "core" of precollegiate basic skills courses, as originally defined by the Board of Governors and including English language reading and writing, English as a Second Language, and computation, which all colleges must offer; and (b) an expanded set of courses to be offered, at the discretion of the districts, in direct response to the needs of students, as identified by assessment and other matriculation services. These offerings may include study skills necessary for success in college-level courses, including learning strategies, critical thinking, and listening and oral communication. Only the "core," excluding English as a Second Language, would count toward the 30-semester-unit (45-semester-unit) limitation required by AB 1725.

The revised policy would read as follows:

It is the policy of the Board of Governors that:

1. All community colleges shall make available, in the nondegree-applicable credit mode, a core of precollegiate basic skills instruction needed to correct skills deficiencies of students who enroll with the intention of completing degree and certificate courses and/or programs but are assessed as not meeting the skills requisites for certificate and degree-applicable courses that have been recommended by the faculty through the college and/or district curriculum committee and approved by the local governing board. A "core" is defined as courses designed to correct deficiencies in English reading and writing computational skills, and in English as a Second Language, to a level which will assure success in subsequent associate-degree-credit courses. Colleges may also include courses other than included skills associated with success in college-level work, such as learning strategies, critical thinking, and listening and oral communication, if circumstances and student population support such expansion.

   The core as applied to skills levels to be included, is defined as courses that address the range of students' skills deficiencies as identified through the college's assessment practices in conjunction with matriculation.

   Precollegiate basic skills curricula are to be sequenced by levels, taught with a rigor and intensity that meet the standards of Title 5, Section 55002(b), and designed to build students' skills to meet established requisites for certificate and degree courses. A student may not earn more than 30 semester units or 45 quarter units in such core courses to satisfy skills requisites, with the exception of units earned in English as a Second Language and/or special instruction for students with disabilities.

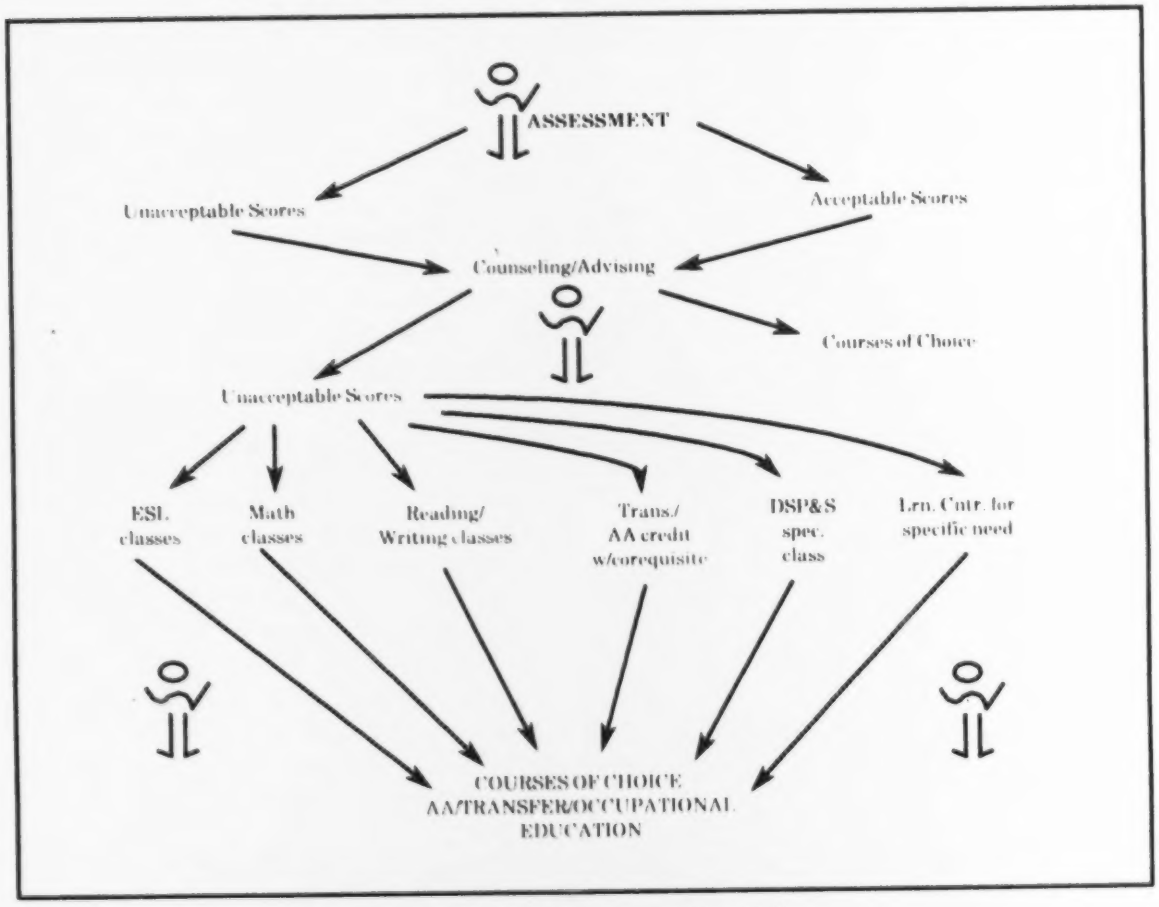
2. Community colleges may, within the constraints established for Adult Basic Education, as set forth in the *Education Code* Section 84711, and Title 5, Section 55002(c), offer additional skills instruction in the noncredit mode designed for purposes other than building skills to the college level, such as for citizenship and daily employment and living skills. Colleges that do not offer such noncredit instruction shall seek formal articulation agreements with local adult schools to permit the appropriate referral of students.

3. Community colleges shall not count instruction in English as a Second Language (ESL) or special instruction for disabled students in the 30/45 limitation (see 1. above).

4. Community colleges shall regularly evaluate the effectiveness of their precollegiate basic skills curricula in terms of specified student outcomes. Reports to the Chancellor of the results of these evaluations shall be included in the required reporting for matriculation and Title 5, Section 55756.5 (adopted by the Board of Governors in January 1990).

The figure provides a graphic display of this policy.

Typical Precollegiate Basic Skills Student Flow Chart



* Developed with the assistance of faculty from Sacramento City College.

Analysis: This recommendation addresses two major concerns about the implementation of the Board's 1987 policies on precollegiate basic skills instruction. The first concern is the ability of all colleges to provide a "full range" of precollegiate basic skills instruction. That concern is addressed by substituting a new requirement, that all colleges provide a "core" of such instruction, with expansion to include other skills instruction as individual college circumstances and student needs so dictate. Secondly, the new language recognizes that other skills such as learning strategies, critical thinking, and listening and oral communication are also necessary for success in college-level courses.

2. Title 5 Regulations: Course Standards and Grading Policies

a. *Current regulation*: Section 55002(a) of Title 5 provides clear definitions of "rigor and intensity" and other standards for credit courses applicable to the associate degree. However, Sections 55002(b) and (c) lack sufficiently detailed definitions and standards to provide clear direction for the conduct of nondegree-applicable and noncredit courses. Attachment C provides a matrix of the current definitions in Section 55002.

Recommended revision: Section 55002(b) and (c) of Title 5, which establishes regulations governing course standards, should be revised to more clearly define the characteristics and conduct of (1) nondegree-applicable precollegiate basic skills courses; (2) other nondegree-applicable courses; and (3) Adult Basic Education and other noncredit courses. This revision is to be completed one year following adoption of this recommendation by the Board of Governors.

Analysis: As college curriculum and instruction committees review courses for consistency with changes regulations implemented in October 1988, it has become increasingly clear that revision of Section 55002(b) and (c) of Title 5 is necessary to distinguish clarify between nondegree-applicable credit and noncredit. Intersegmental work with the State Department of Education, the Adult Education Steering Committee, and the Technical Advisory Committee for the Study of Retention (California Postsecondary Education Commission) also points to the need for clarification.

b. *Current regulation:* Section 55758 of Title 5, last revised in 1983, make no distinction between associate-degree-credit grade point averages and nondegree-credit grade point averages.

Recommended revision: (b) Section 55758 of Title 5 language pertaining to the calculation of grade point averages should be examined and amended if necessary to state clearly whether grades in precollegiate basic skills courses and grades in other nondegree-applicable courses need be

included in such calculations. Such regulations are to be consistent with similar practices in other segments of postsecondary education to ensure that intersegmental transfer and articulation agreements are not affected adversely.

Analysis: Examination of Title 5 standards for computing grade point averages is necessary to provide a review of award-of-grades policies for precollegiate basic skills courses, other nondegree-applicable credit courses, occupational courses, and associate degree courses. In particular, consistency with the practices of other postsecondary segments is necessary to ensure the integrity of articulation agreements.

3. Annual Accountability Reporting

Current status: Current reporting on basic skills is limited to describing "growth-above-cap" and other fiscal matters. There are few or no accountability elements that address issues of curriculum planning and instructional delivery.

Recommended change: Beginning in 1991, and in compliance with the accountability reporting required by Section 11.5 of AB 1725, the Chancellor is to prepare an annual report to the Board of Governors and the Legislature that (1) makes use of course, matriculation, and student data elements, and (2) that describes: (a) the extent of precollegiate basic skills instruction offered by the colleges; (b) the numbers of students receiving such instruction by sex, age, and ethnicity; (c) the extent to which there is disproportionate impact on ethnic and/or language minority students; (d) the extent to which students are moving through precollegiate basic skills instruction and into associate degree and occupational-level work; and (e) the impact of the 30-semester-unit (45-quarter-unit) limitation on students and institutional academic master planning. Such reporting will be useful for discussion at the colleges in the development of curriculum and improvement of teaching, and will permit the Chancellor to document the need for adequate resources for full support of precollegiate basic skills instruction.

Analysis: AB 1725 places increased accountability demands on the California Community Colleges. To comply with these demands, the Chancellor has appointed an AB 1725 Accountability Task Force to develop policies and procedures for assessing the fiscal and educational effectiveness of the system. It is with the work of the Accountability Task Force in mind that the Basic Skills Task Force proposed this reporting requirement. The Management Information System data elements necessary for these reports are currently being pilot tested.

4. Guidelines: Staff and Fiscal Resources

Current condition: The results of matriculation and improved student assessment demonstrate the need for community college faculty to deal more effectively with the basic skills deficiencies of a growing number of students; in addition, faculty and staff training is needed if they are to respond adequately to an increasingly diverse student population.

a. *Recommended action*: The Chancellor should ensure that any guidelines for staff development and flexible calendar recognize the need for training and retraining in the effective delivery of precollegiate basic skills instruction.

Analysis: The Basic Skills Task Force, the Academic Senate for California Community Colleges, and the California Postsecondary Education Commission continue to be concerned that many of the faculty assigned to precollegiate basic skills instruction, at least for the short-term, have not had recent training in such instruction. Studies are being conducted by the Flexible Calendar Task Force and the Chancellor's Office Staff Development Unit to assess the extent of the need for guidelines such as those in (a) above.

Current situation: Basic skills instruction is supported partially by categorical growth funding for districts operating over the "cap."

b. *Recommended action*: Guidelines and models for implementing program-based funding should include information on the development of local policies that will ensure adequate support for and provision of the core of precollegiate basic skills instruction in the nondegree-applicable credit mode, as required by Board policy.

Analysis: Under program-based funding, categorical funds for the support of specialized instructional programs will no longer be available. Therefore, it is critical to the successful implementation of Board policies for precollegiate basic skills instruction that guidelines and models provide support for this important component of the curriculum.

5. Strategies and Timelines

Current situation: There are established statewide timelines for the implementation of community college reform measures. Local strategies for meeting those timelines are being developed.

Recommended action: The colleges/districts, working within the timelines already established for implementation of matriculation and program-based funding, should develop local strategies to ensure the support for and provision

of precollegiate basic skills instruction in the nondegree-applicable credit mode, to be consistent with Board policy and AB 1725.

Analysis: With statewide policies and funding in place following the passage of AB 3 and AB 1725, local college policies and procedures will be required to implement these and other reforms. Such policies and procedures will need to include planning and support for precollegiate basic skills instruction, as required by Board policy. The timelines include full implementation of:

- Matriculation, by July 1991.
- Management Information System, by July 1994.
- Program-Based Funding, by July 1991.

In each case, full implementation is contingent upon receipt of funding; however, colleges will need to have completed planning activities when funds become available.

ATTACHMENTS

Additional materials developed by the Basic Skills Task Force and Chancellor's Office staff are attached to provide a broader understanding of the diverse issues influencing precollegiate basic skills instruction in the California Community Colleges.

ATTACHMENT A

Policy Context

ATTACHMENT B

Basic Skills Task Force Membership

ATTACHMENT C

Title 5 Course Standards Matrix

ATTACHMENT D

Term-by-Term Typical Course Pattern

ATTACHMENT A

Precollegiate Basic Skills in the California Community Colleges

The Policy Context

A. Historical Perspective

Preparing for the Twenty-First Century (CPEC Report 88-1) states:

> The California community colleges are in a sense California's contribution to higher education. These institutions started in California in the early part of the century and then spread throughout the nation. Nowhere they have they developed more extensively than in this state. Directly or indirectly, they affect the lives of nearly all Californians. Surveys reveal that about half of all adult Californians have availed themselves of the variety of services and hundreds of programs offered in the system. In fact, the rate of participation at California community colleges is the highest in the nation and is roughly four times the national average.

As the California Community Colleges have evolved over the last twenty years, it has become abundantly clear that some many students who were admitted were not adequately prepared to benefit from the educational opportunities offered because they lacked the skills necessary for success in college-level work. These students fall mainly into two groups, which overlap in many instances:

The *underrepresented*, so designated because their participation rates in post-secondary education fall far below their proportion of the adult population and usually including: Black, Hispanic, Native American, and disabled citizens of all ethnic groups. If Asian students are broken into sub-groups, some of them also qualify as underrepresented, including Filipino, Southeast Asian and, Pacific Islander. These students are not equipped to succeed in college-level work for many and complex reasons, including: lack of English-language proficiency, lack of access to high-quality elementary and secondary school instruction, poverty, poor health, and the absence of life experiences that equip them to take advantage of existing services and opportunities.

The *underprepared*, a group in postsecondary education that dates back at least to the nineteenth century, and on characterized primarily by the absence of those cognitive skills necessary for successful completion of collegiate courses.

Included are students who fail to graduate from high school for any of a number of reasons (dropping out, need to work, immigration from a country without a comprehensive educational system, etc.). The shocking facts are that an estimated *4.8 million* California adults cannot read well enough to fill out a job application, understand directions on medicines and household or industrial chemicals, and cannot perform the most basic computations (Source: Senate Office of Research, 1986). Many students who earn a high school diploma read at the tenth grade level or below. While some of these students may neither need nor want a community college education, many others will seek to improve their educational attainments and occupational opportunities by attending a community college.

B. Postsecondary Context

The California Community Colleges are not alone in recognizing the need to provide basic skills, or remedial, courses in the college setting. The California Postsecondary Education Commission's 1983 report, *Promises to Keep*, furnishes a comprehensive look at remediation policies and practices in California's three public segments of higher education. Although that report recommends that the Community Colleges be the primary provider of remedial education that prepares students for college-level work, clearly both the University of California and the California State University will continue to provide remediation to students who otherwise meet regular or special admission standards.

C. Board of Governors Policies

In January 1987, the Board of Governors adopted policies designed to strengthen academic standards in the California Community Colleges. These important policies led to the enactment of AB 3 and AB 1725, which incorporated the recommendations of the Commission for the Review of the Master Plan for Higher Education. Included were policies that address the need for precollegiate basic skills courses, delivered in the nondegree-applicable-credit mode, for those students who enroll with the intention of completing courses and/or programs leading to a certificate or associated degree. The policies further state that the colleges will make available the "full range" of such courses, defined as courses in English reading and writing, computation, and English as a Second Language. Precollegiate basic skills curricula are sequenced by level and to be taught with a rigor and intensity that meets the standards set forth in Section 55002(b) of Title 5. In addition, students enrolled in such courses are held to the same term-to-term academic progress, probation, and dismissal policies are guaranteed return rights, as are students enrolled in degree-applicable-credit courses. Also, no student may earn more than 30 semester units (45 quarter units) in the precollegiate basic skills curriculum to

achieve eligibility for college-level courses, with the exception of instruction in English as a Second Language and courses for disabled students.

D. Concurrent Developments

It is important to note that the implementation of policies on precollegiate basic skills instruction in the California Community Colleges is occurring along with several other important activities:

Implementation of matriculation, as required by AB 3, particularly the assessment component, has had a direct impact on college curriculum in the basic skills area. The Chancellor's Office report on first year matriculation-implementation activities, presented to the Board in March 1989, noted that 67 percent of the colleges had established new basic skills courses. The report by the Evaluation and Training Institute (ETI), the independent evaluator of the program, indicated that matriculation's most significant impact in its first year of implementation was on the development of remedial courses.

New Title 5 regulations require that college curriculum committees review all approved courses according to new standards for degree-applicable, nondegree-applicable, and noncredit courses, and reclassify them if necessary. (See Attachment C.)

Passage of AB 1725 provided the legislation necessary for implementation and funding of the recommendations of the Master Plan Review Commission. Of particular importance are (1) the affirmation of the primary mission of the Community Colleges as transfer and vocational/technical education, and (2) the provision of remedial instruction, English as a Second Language instruction, and support services that help students succeed at the postsecondary level as essential functions (*Education Code* Section 66701(b)). In addition, AB 1725 required that the Board of Governors adopt regulations that incorporate enrollment limitations for remedial coursework by January 1, 1990, (Section 68).

Title 5 regulations on matriculation define precollegiate basic skills courses consistent with Board policy Section 55002(b), as cited above, and provide specific guidelines for assessment and subsequent placement of students in courses (including basic skills courses) and discuss the disproportionate impact these policies and regulations on students and on other important issues.

The Californians Noncredit Task Force presented an issue paper in January 1990 that examines a variety of issues closely related to the provision of precollegiate basic skills instruction, including: (1) part-time/full-time ratios for noncredit faculty; (2) minimum qualifications for noncredit faculty; and (3) extension of matriculation services to noncredit students. The task force

recommends that the Basic Skills Task Force undertake the revision of Title 5, Section 55002(b) and (c) to clarify the differences between noncredit and nondegree credit, including precollegiate basic skills.

Greater Avenues For Independence (GAIN), and the *Immigration and Control Act of 1986 (IRCA)*. Although these programs are not strictly limited to educational issues, students who avail themselves of the educational components appear to be continuing their education at California community colleges after completing the coursework required for these programs In particular, there was a shortage of classes English as a Second Language prior to the passage of IRCA legislation. The addition of amnesty students has had a noticeable impact on that situation. According to *Out of the Shadows, The IRCA/SLIAG Opportunity* (CPEC Report 89-10), eleven percent of eligible legalized aliens (ELAs) are being served in the California community colleges.

ATTACHMENT B

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Comparison of Different Credit Modes

AA DEGREE CREDIT	NON-DEGREE CREDIT	NON-CREDIT	COMMUNITY SERVICE
55805.5 Content & objectives of course fall into one of categories a e of this section of Title 5		**84711a(1-9) Education Code** Content & objectives of noncredit courses must fall in one of these 9 categories	**55002d(2)** Designed for physical, mental, moral, economic, or civic development
55002a Recommended by curriculum committee Approved by local Board	**55002b** Recommended by curriculum committee Approved by local Board Needed by eligible students	**55002c** Recommended by curr comm Approved by Board Needed by enrollees	**55002d(1)** Approved by local Board
55002a(2) Standards for Approval **(A) Grading Policy** Student performance is evaluated by essay unless problem solving or skill demonstration is deemed more appropriate by curriculum committee A formal grade is assigned	**55002a (1) Standards for Approval** **(A) Grading Policy** Provides for measurement of student performance in terms of stated objectives A formal grade is assigned	**55002c(1) Standards for Approval** Treatment of subject matter, use of resource materials, attendance, and achievement standards approved by curriculuum committee as appropriate for enrolled students	**55002d(3)** Provides subject matter content resource materials, and teaching methods which the local Board deems appropriate for the enrollees
(B) Units Carnegie Units: 3 hrs work per semester or quarter week per unit, including lectures, labs, and homework **(C)Intensity** Scope & intensity of work require independent study outside class **(D) Entrance Requirements** Where deemed appropriate* by curric comm **(E) Basic Skills Requirements** Communication or computation, when deemed* essential to course by curric comm should be difficult enough that students without the basic skill levels required for entrance into degree credit courses in English &/or mathematics respectively, would be unlikely to succeed in the course. **(F-G) Difficulty/Level** Requires critical thinking, ability to apply "college level" concepts, vocabulary, & learning skills, as determined by curr comm	**(B) Units** Ratio of student work to units earned for nondegree credit courses is to be specified by local governing board **(C) Entrance Requirements** Where deemed appropriate* by curric comm		
55002a(3) Course Outline of Record - **Scope, Units, Objectives, Content** -**Types/Examples** of: reading & writing **assignments**, homework, methods of teaching & evaluation	**55002a(2) Course Outline of Record** - Scope, Units, Objectives, Content - Types/Examples of reading & writing assignments, homework, methods of teaching & evaluation	**55002a(2) Course Outline of Record** Scope, Objectives, Content, Methods of Instruction and Methods for determining whether stated objectives have been met	**55002d(4)** Is conducted in accordance with a predetermined strategy or plan
55002a (4) Conduct of Course **All sections taught by a credentialed instructor in accord with above outline.**	**55002a(3) Conduct of Course** All sections taught by a credentialed instructor in accord with above outline	**55002a(3)Conduct of Course** All sections taught by a credentialed instructor in accord with above outline	**55002d(5)** Open to all community members
55002a (5) Limits repeated enrollment	**55002b(4)** Limits repeated enrollment		

Where entrance requirements disproportionately exclude underrepresented populations, appropriateness must be empirically validated

1988 Revision of T.5 ¶55002 & ¶55805.5

ATTACHMENT C

ATTACHMENT D

Term-By-Term Typical Course Pattern*

Precollegiate Basic Skills

Term	PBS Units (30/45 max.)	Precollegiate Basic Skills Curriculum		AA/AS/OC ED Transfer Units
		Modular classes, one-unit/skill level, computer assisted, credit/no credit, competency based,		
I	3	English		
	3	Reading/Writing	Social Science	3
	2	Math	or	
	1	Std. Dev.	ESL	4
II	2	English		
	3	Reading/Writing	Humanities	3
	2	Math	or	
	1	Std. Dev.	ESL	4
III	2	English	Math	5
			English	3
			or	
			ESL	4
			Phys. Science	4
IV	0		English 101	3
			Math (100Level)	3
			Courses in Major	6

* Developed with the assistance of faculty from Glendale, Contra Costa, and Rancho Santiago colleges.

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